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THE MODEL DEVELOPMENT TRAINING TO INCREASE COMPETENCE OF TEACHER ON EDUCATION OF CITIZENSHIP BASED ON MULTICULTURE

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Abstract. This research purpose to increase the competence of Teachers in Education of Citizenship in Junior High School at Pontianak City. The research to use development method *Research & Development* (R & D). The research subject of 24 teachers of Citizenship Education in Junior High School at Pontianak City which active in container Conference Teacher Subject Matter (CTSM). The approach to use in this research of *Research & Development* (R & D). Technique collection data was with observation form, questionnaire Likert scale, open questionnaire, interview compass, document analysis, Group Focus Discussion, documentary study, and test. This research purpose to describe: (1) Training model now to use by the teacher, (2) To design development model and device of the implementation training of Citizenship Education basis on multicultural through empowerment Conference Teacher Subject Matter, and (3) Final model of the implementation training of Citizenship Education through Empowerment Conference Teacher Subject Matter to increase competence pedagogical and professional of Teacher in Junior High School at Pontianak City. This results of the research concluded that: (1) Final model of training Citizenship Education bases on multicultural through the empowerment of Conference Teacher Subject Matter (CTSM) can be increase competence pedagogical and professional of teacher subject matter Citizenship Education, was increase competence Pedagogical was increasing ability development syllabus, the increased ability in The Planning of Implementation Learning (PIL), the formulation Basic Competence (BC), the increased ability of the implementation of Learning, and ability learning evaluation, (2) Final model of training Citizenship Education basis on multicultural through the empowerment of CTSM more effective to increase ability Pedagogical and competence professional of teacher Citizenship Education in Junior High School at Pontianak City.

Keywords: Training; Citizenship Education; Multiculture; Teacher Competence

I. INTRODUCTION

Teachers as one of the components in the world of education have a very strategic role in shaping the character of students. Teachers are required to always be able to apply their competencies in various learning activities. Law Number 20 the Year 2003 concerning the National Education System that teachers as professional educators are demanded to have minimum educational qualifications and qualifications (S1). This is in accordance with the mandate in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers that teachers are required to: (1) have a minimum academic qualification of S1/D4, (2) have competence as learning agents namely professional, pedagogical, personality, and social competencies, and (3) have an educator certificate. The

enactment of this Act is expected to provide an appropriate opportunity for teachers to improve their professionalism through training, writing scientific papers, teacher working group meetings, and meetings in the subject teachers' deliberations, with teacher working groups and subject teacher deliberations having an important role in support the professional development of teachers.

Qualified teachers are required to have mastered the four (4) competencies required and mandated in the Teacher Law and Lecturer number 14 of 2005. The competencies referred to are professional, pedagogical competencies, personality competencies, and social competencies. The professional teacher in question is a teacher who has special abilities and expertise in the field of teacher training so that he can carry out his duties and functions as a teacher with maximum abilities. Therefore professional teachers deserve

to get an education certificate as a professional teacher (Mulyana, 2010).

As part of a series of efforts to obtain teacher educator certificates, they first take part in a series of teacher certification activities in positions known as teacher professional education and training. Teacher education and professional training are some of the efforts that must be passed by teachers in improving their competence to become professional teachers. If the teacher has followed the teacher's professional education and training and is declared to have passed, the teacher is entitled to get an educator certificate as a professional teacher (Gufran et al., 2011).

Coaching after obtaining an educator certification, teachers must always be maintained continuously and continuously because the basic principle of the teacher is a learning person (a learner). Teacher professional development and development is carried out continuously (continuous professional development) using the existing teacher container such as teacher working groups at the elementary school level and subject teachers' deliberations at the secondary school level.

To realize the role of subject teachers' deliberations in the development of teacher professionalism, enhancing the subject teachers' discussion performance is an urgent issue to be realized. Various efforts have been made to improve the performance of deliberations of subject teachers, including through various instructor and core teacher training, improving infrastructure, and improving the quality of management as conducted by Jimni & Suparno (2016), regarding the influence of teacher assessments on teacher deliberation activities. Subjects and Teacher Achievement Motivation on the Professional Competence of Citizenship Education Teachers in making questions, the results of which show that there is a positive influence on the teacher's assessment of the subject teachers' deliberation activities. However, various indicators of the quality of education have not shown improvement in the performance of deliberations of teachers of these subjects which is quite encouraging, but most are still concerning as stated by Husna (2016). In line with that, there are also various studies conducted relating to the deliberation of subject teachers which include research on the application of lesson study based on the deliberation of subject teachers to improve the professional competence of junior high school citizenship education teachers (Anggara & Chotimah, 2012) and the effectiveness of teacher deliberations lessons to improve teacher competency (Saragih, 2017).

Based on this problem, an in-depth analysis of the subject teachers' deliberation performance is needed as well as how efforts to empower the subject teachers' deliberation activities are carried out to produce professional teachers who can ultimately improve teacher competence. Various observations and analyzes, there are at least four factors that cause the performance of deliberations of subject teachers do not have an even increase namely: Factors first, the policy and organization of subject teachers' deliberations using the approach education production

function or input-output analysis carried out are not consistent. This approach sees that the subject teacher deliberation functions as a production center which, if filled with all the inputs needed in the production activities, this institution will produce *output* the desired. This approach assumes that if the *input* deliberation teachers of subjects such as teacher training and repair facilities and other infrastructure are met, then the performance improvement consultation subject teachers (output) will automatically happen. In reality, the expected performance improvement of the subject teacher deliberations did not occur. Because so far in applying the approach education production function is too focused on educational input in this case the teacher who participates in the subject teacher's deliberation activities and less attention to the performance process. The performance process greatly determines the output of subject matter deliberation activities.

The second factor, the holding of subject teacher deliberations is still not able to release from the local government bureaucratic system, so placing subject teacher deliberations as a forum for developing teacher professionalism still depends on bureaucratic decisions that have very long paths and sometimes policies issued are not according to the needs of local teachers. Thus the deliberation of subject teachers loses independence, motivation, and initiative to develop and advance their institutions including increasing teacher professionalism as one of the factors affecting the quality of national education. The third factor, the accountability of the performance of the subject teacher deliberations have not been done well. The administrators of the subject teacher deliberations do not have the burden to account for the results of the implementation of their activities to their fellow teachers, school leaders, and the community. The fourth factor is the absence of guidelines/guidelines for clear working group activities to be used as a reference for teachers and administrators of subject teachers in conducting workgroup activities.

Another fact revealed by the Directorate General of Quality Improvement of Education Personnel in 2004, that some teachers get a zero score (0) for the subject matter that they teach to students. That fact was revealed based on competency tests conducted on education personnel. Nationally, the master of subject matter does not reach 50% of all scientific material that must be a teacher's competence (Sutarmanto, 2015). The condition of teachers nationally can be known that how many subject teachers such as Citizenship Education Teachers, History Teachers, Indonesian Language Teachers, English Teachers, Mathematics, Physics Teachers, Biology Teachers, Chemistry Teachers, Economics Teachers, Sociology Teachers, Geography Teachers, and Education Teachers Art only gets a score of around 20 with a range between 13 to 23 of 40 questions. That is, the average value obtained is 30 to 46 for the highest score of 100 (Mulyasa, 2013).

Referring to the rough data of the teacher's current condition, of course, we are very concerned about the poor

competence of the teacher. Entering 2014 the minimum demands on students to meet graduation requirements must master 42.5%. In the case that all efforts have been taken by the government to make Law No. 14 of 2005 concerning Teachers and Lecturers, followed up by the Ministry of Education and Culture, one of them by issuing Ministerial Regulation number 16 of 2007 concerning Academic Qualification Standards and Teacher Competence and Government Regulation number 74 of 2004 concerning Teachers.

Aswandi (2014) for the province of West Kalimantan based on 2014 data, teachers in West Kalimantan have not met academic qualifications (Bachelor/S1) by 46%. The surprising fact is that the results of the 2015 Teacher Competency Test are carried by the national average of 5.5. It is not surprising that teacher competency in West Kalimantan ranks 29th out of 33 Provinces in Indonesia. This is reinforced from the 5038 teachers who took the Initial Competency Test as the initial test for those who will take teacher certification in the profession at the 120th district of Tanjungpura University, only 4216 teachers are eligible to take part in the education and training of the teaching profession. Of the total 4216 teachers who took part in teacher professional education and training, only 3,398 were declared to have passed and were entitled to receive teacher certification allowances, and the rest were not eligible to take part in teacher professional education and training and were not yet eligible to receive teacher certification. The same thing said by the directorate general of improving the quality of education in the national education department, through the quality assurance agency, seeks to improve the quality of national educators. One of them is to empower the working group of teachers in elementary schools and the deliberations of subject teachers in junior high schools, senior high schools, and vocational high schools or equivalent.

Based on the results of previous observations and research, it is expected that through the empowerment of the deliberations of these subject teachers, it can optimally support the improvement of teachers' professional abilities in learning in schools. This was done because all this time the efforts to empower teachers in intensity and meaningfulness towards the activities of the forums were still not optimal, so it needed improvements to the model of teacher subject deliberation that could make teachers more professional. Besides, the low competence of teachers in West Kalimantan and Pontianak, in particular, has a significant impact on a teacher's professional abilities, so that a teacher's lack of professionalism will certainly have a direct impact on student learning outcomes, both learning outcomes in aspects of knowledge, behavior, and skills.

II. METHODOLOGY

The object of the research was to increase the competence of a teacher through training of Citizenship Education basis on the multicultural. The subject of the

research was Teacher Subject Matter of Citizenship Education with the characteristic target of the research was the teacher of Citizenship Education in Junior.

This research was the research and development (R & D) model of research and development based on Borg and Gall (1989) According to Borg and Gall that Research and development (R & D) was research basis on the development model. The purpose of this research was to design or a new procedure, then to test in field systematic, evaluation, and conduct the repair until it can meet the criteria that have been determined (effectiveness, quality, and or standard certain).

This development to expected can result in the product model and device training through the empowerment of CTSM to function as model development to increase competence a teacher through training in the raise of learning of Citizenship Education has already. This development has characteristics: (1) The product developed based on the analysis of the results needed, with the way comparing competence early and competence expected; (2) Developed through planner and trials; (3) trials were carried out is the test, an empirical test, and field test; (4) the product produced in the form of model organizing training, the compass of training, handbook Instructure, handbook participant and material of training.

Researching and collect information, to include read literature, observation, and prepare report about needed development as follow: (1) Conduct research and information gathering (literature review, observation, subject, prepare main report problems), (2) Plan of prototype component will be developed, formulate of the purpose, determine the sequence of activities, and make scale especially measuring, (3) The development early product (early prototype), (4) Assess the trial is limited to be initial model, make observations, interview, and then the data were analyzed to refine the initial model. (5) Revision early model, (6) Do trials field, then made the observation, interview, and questionnaire then results in evaluation, (7) Do revision product, based on the results trials the field and analysis, (8) Do trials field in operational, (9) Do final revision to the model, and (10) Do dissemination and the spread of to the various parties, good through publication or ways another diffusion. The starting point of a second opinion up in the research and development is researchers trying to simplifying steps used so more applicative considering the results of the end of this study is the training to improve the competency teacher.

In clear, stages in the research development can be seen in the step of Study Introduction: Method to used in step research introduction (exploration) was the content comparative method. This purpose exploration was known: (1) the responses informant a teacher of Citizenship Education to the model empowerment of CTSM has done until this, (2) Analysis of needs (need assessment) to the model empowerment of CTSM to precise developed in framework increase competence a teacher, (3) An evaluation the implementation model empowerment of CTSM has done, (4) Description of found needs

empowerment of CTSM. Basic information that needs to be searched in this stage is to determine the importance of the development of the training model through the empowerment of CTSM through training education basis on the multicultural in framework to increase competence a teacher. So that method will be developed was model appropriate with needed in the field (based on need) the model empowerment of the implementation of CTSM can be increase competence a teacher of Citizenship Education as realization or repair model empowerment of CTSM has been until this which still not effective to increase competence a teacher.

III. RESULTS AND DISCUSSION

The findings of the study that the initial conditions of the competency of junior high school citizenship education teachers in Pontianak City are very low. These findings will be used as a basis for considering what efforts will be made to improve teacher competency. One of the currently very low competencies of teachers is: (1) the ability to study and analyze the Basic Competencies of citizenship education subjects, (2) the ability of teachers to develop syllabus and lesson implementation plans are still low, the ability of teachers to carry out learning is still low, (3) the ability of teachers to conduct evaluations and assessments of citizenship education learning is still low, so training is needed to increase their competence, one of them through empowering the deliberations of subject teachers with multicultural-based citizenship education training. The results of this study can be compared with relevant research from Anggra and Chotimah (2012), regarding the application of lesson studies based on the deliberation of subject teachers to improve the professional competence of junior high school citizenship education teachers, so that they can be input in intensifying assessment activities and the deepening of civic education learning materials for teachers in junior high schools in Pontianak.

A. Initial Conditions of Teacher Competence

The preliminary research was carried out to determine the initial conditions of the competency of junior high school citizenship education teachers in Pontianak at present. The results of these findings will be used as a basis for considering what efforts might be made to improve these competencies. The main focus of this activity begins with the analysis of the learning implementation plan to reveal whether the learning implementation plan that has been used so far has integrated multicultural values that are relevant to be taught to students.

The process before the pre-survey of schools was carried out, the researchers had first met the head of the civic education teacher's deliberations in Pontianak City, then asked for permission to attend the civic education teacher's meetings in the junior high school level in Pontianak. On this occasion, the researcher will present the research design and its stages. From this meeting, the researchers obtained several inputs relating to the learning of citizenship education in Pontianak City Middle School.

Data obtained through observation sheets, documentation, questionnaires, and interviews are adjusted to the research problem to be revealed, namely: observations carried out to get an overview of the current state of citizenship education learning. Questionnaires for students are intended to find out responses to the learning of civic education that has been done so far, and student expectations of multicultural-based learning. Interviews conducted with school principals are intended to find out responses and assessments of existing civic education learning and whether or not multicultural-based civic education training is provided for teachers by empowering the deliberations of subject teachers. While the questionnaire intended for teachers is intended to find out the current state of citizenship education learning, the efforts made by teachers in multicultural-based learning, and expectations of the need for multicultural-based citizenship education training.

Furthermore, further described the pre-survey results obtained from the observation of civic education conducted in six junior high schools in Pontianak, which generally can be concluded that the situation civic education in junior high schools in Pontianak City seem very monotonous, and is still dominated by the teacher (teacher center). Presentation of material by the lecture method less motivates students and tends to be passive. Even the low quality of learning managed by teachers can be expressed, for example in the following matters: (1) The learning atmosphere is less conducive, this can be seen from the number of students who pay less attention to the teacher (some are sleepy, some are whispering with classmates, some are drawing/scribbling on paper, and some are looking dazed, daydreaming and some are sleepy). (2) The teacher in presenting the material with the lecture method without being combined with other methods such as question and answer or discussion. (3) The teacher only explains the material that is the same as what is written in the textbook, without any effort to improvise or develop that can arouse students' interest and motivation. (4) The teacher also does not try to instill relevant social values, attitudes, and skills that are useful in the lives of students as citizens and citizens. (5) Learning activities of students are low, this is reflected in passive students in following the lesson, no one asks, even if asked no one answers if appointed just answer, with a modest answer.

From the results of these observations, it can be found that: (1) teachers are generally less able to carry out civic education learning well because they have not carried out learning according to the correct procedures, are unable to motivate students, and teaching only conveys knowledge (transfer of knowledge) that is the same as stated in the handbook without any effort to improvise (enrichment) and instill the necessary values. (2) In general, teachers are less able to instill the values of multicultural education that should be a good provision for students to live in a pluralistic society. Therefore, researchers assume that multicultural education-based civic education training is needed for teachers at Pontianak City State Middle School.

To find out more about the competence of teachers in learning citizenship education that already exists, researchers then distribute questionnaires to students. Of the 23 respondents drawn randomly from public junior high schools in Pontianak, found as many as 18 (78.26%) of students rated civic education learning as long as it was not pleasant at all. This is because teacher learning only merely conveys the same knowledge as in books (knowledge transfer), there is no new knowledge that can be absorbed by students.

Most of the principals considered that the learning process of citizenship education that had been going on still needed to be improved in quality, especially in terms of preparing syllabi and lesson plans, as well as how to organize the material. The reason for this is that teachers have only downloaded from the internet or copied pasted from peers or subject teachers' deliberations. This way shows that the teacher cannot compile the syllabus and plan for implementing learning independently, moreover it is the teacher's task to plan learning that may be different from other schools. Syllabus development, learning implementation plans, and organizing materials must be adjusted to the characteristics of each school.

Some school principals consider teachers less able to instill the values of multicultural education in the learning of civic education, because so far the teacher only conveys knowledge to students, and that is limited to what is in textbooks. The reason is that the material is too dense, while there are only a few teaching hours so the teacher only concentrates on completing the material that tends to memorize it. Besides, so far there has not been a kind of guidebook or training that can guide citizenship education teachers. From the results of this study, almost all school principals consider that multicultural education-based civic education training is needed. The reason is that teachers receive guidance that is useful for increasing their competence, especially in multicultural-based citizenship education learning.

From the data collected as described above, it can be concluded that in general, the competence of state junior high school teachers in Pontianak in learning citizenship education is still lacking, this can be seen from teachers still not being able to prepare lesson plans and syllabi, then teachers are less able to carry out citizenship education well. To further explore the data described above, the researchers then explored data from the citizenship education teacher.

Citizenship education subjects aim to develop students' competencies comprehensively, that is, they can think rationally, critically, and creatively, so that they can understand various citizenship discourses, have intellectual skills and skills to participate democratically and responsibly, have good character and personality, according to with the norms that apply in community and state life. Citizenship education subjects contribute to foster awareness of national identity. One of the goals of Civics is that students become good citizens. Because the people of Pontianak in particular and the people of West Kalimantan, in general, are plural/multicultural, the teacher must have

the ability to instill multicultural values in the learning of civic education. Nevertheless, some teachers admit that they still lack understanding of what is meant by multicultural education, and how to teach citizenship education materials based on multicultural education.

To overcome these shortcomings, they want multicultural education-based civic education training. The training is expected to improve competence in implementing multicultural education-based citizenship education learning. Knowledge of civic education and teaching skills of civic education needs to be constantly improved because teachers are not accustomed to using learning innovations. Besides that, not all citizenship education teachers can participate in the subject teachers' meetings routinely because schools usually only send one teacher, therefore the teachers who come to the subject teacher's discussion alternately so that the results obtained from the forum are less than optimal.

The above description shows that the motivation and enthusiasm of citizenship education teachers in Pontianak in improving the knowledge and teaching and learning skills of Civics is very high. Furthermore, the teacher acknowledged that multicultural education-based civic education learning in state junior secondary schools in Pontianak, including rarely done. In detail, the seven items answered by 24 respondents are as follows: (1) teachers feel they rarely have a positive attitude towards differences and diversity from a gender, cultural, linguistic, religious, ethnic, and ethnic perspective; (2) the teacher feels that he rarely relates gender, culture, language, religion, ethnicity, and ethnicity in delivering a particular topic in Civics education; (3) the teacher even feels that he has never explained how a knowledge/theory is built with regard to cultural, religious, linguistic, ethnic and other perspectives; (4) teachers also feel they never straighten out negative attitudes towards race, gender, culture, ethnicity when it occurs to students; (5) the teacher feels that he seldom treats all students of different ethnic, religious, linguistic, gender, and culture fairly in the learning process, assessment, and in interactions outside the classroom; (6) teachers also feel that they rarely develop multicultural education-based citizenship education by developing existing competency standards and basic competencies; and (7) the teacher feels that he has never improved the syllabus and existing learning implementation plan so that he can link multicultural values in the learning of civic education. Citizenship education teachers also recognize that multicultural values are rarely included in the learning of civic education.

B. The Results of the Training Needs Analysis

The results of the training needs analysis as described in the previous section illustrate that junior high school teachers in Pontianak City are in great need of multicultural-based citizenship education training. The results of the training are expected to increase competence in implementing multicultural citizenship education learning. Teachers claim not to understand

multiculturalism and multicultural education, teachers also do not know which basic competencies have the potential for multiculturalism, they are not able to develop syllabi and multicultural-based learning plans, and they also cannot teach multicultural-based citizenship education subjects. The training desired by citizenship education teachers includes the material understanding of multicultural education, multicultural values, analysis of competency standards and basic competencies with potential for multiculturalism, syllabus development, preparation of learning implementation plans, and learning practices for multicultural-based citizenship education. They hope that the competencies obtained from the training can be used to equip multicultural values that are relevant to citizenship education material to students so that students can live in a pluralistic society well. Teacher needs for multicultural-based citizenship education training can be seen in Table I.

Based on Table I, it can be explained that overall of the 24 respondents rated the need for multicultural-based citizenship education training as very important. This is indicated by the average total score of 3.61. In other words, citizenship education teachers in Pontianak City are in dire need of holding multicultural-based citizenship education training.

The need for aspects of the form of training was considered very important, with a mean score of 3.71, which included indicators: (1) the need for training procedures was very important with a mean of 3.73, and (2) the need for training was very important with a mean of 3.69. Important, with a mean score of 3.71, which includes indicators: (1) the training objectives are considered to be very important with a mean of 3.63, (2) the need for training methods is considered very important with a mean of 3.74, (3) the training evaluation needs are considered very important with a mean of 3.67, and (4) the need for training program targets is also considered very important with a mean of 3.78.

The need for aspects of training materials is considered very important, with a mean score of 3.63, which includes indicators: (1) the need for quality teaching materials is considered very important with a mean of 3.70, (2) the need for instructional analysis of instructional materials is considered important with a mean of 3.42, and (3) the need for relevance of teaching materials with training objectives is considered very important with a mean of 3.78. The need for aspects of training instructors is considered very important, with a mean score of 3.72, consisting of indicators: (1) the need for mastery of the material is considered very important with an average of 3.75, (2) Systematic requirements and methods are considered very important with a mean of 3.69, (3) instructor flexibility needs are considered very important with a mean of 3.70, and (4) the needs of the media used are also considered to be very important with a mean of 3.75.

The need for training facilities and infrastructure aspects was considered very important, with a mean score of 3.65, which included indicators: (1) the need for training equipment was considered very important with a mean of

3.68, and (2) the need for training venues was also considered to be very important with a mean of 3.63. The need for aspects of training consumption, which includes indicators of consumption eligibility, is considered important with a mean of 3.26.

TABLE I
SCORE AVERAGE OF ASPECTS AND INDICATORS OF TRAINING NEEDS

Aspects	Indicators	Mean	Categories
Form of training	Training Procedures	3.73	Very important
	Implementation of training	3.69	Very important
Aspects average		3.71	Very important
Training program	Training objectives	3.63	Very important
	Training methods	3.74	Very important
	Training evaluation	3.67	Very important
	Training targets	3.78	Very important
Aspects average		3.71	Very important
Teaching materials training	Quality of teaching materials	3.70	Very important
	Instructional analysis of teaching materials	3.42	Important
	The relevance of teaching materials	3.78	Very important
Aspects average		3.63	Very important
Instructor training	Mastery of material	3.75	Very important
	Systematics and methods	3.69	Very important
	Instructor flexibility	3.70	Very important
	Media used	3.75	Very important
Aspects average		3.72	Very important
Facilities and infrastructure	Training equipment	3.68	Very important
	Training location	3.63	Very important
Aspects average		3.65	Very important
Training consumption	Feasibility and cleanliness	3.26	Important
Aspects average		3.26	Important
Average Total		3.61	Very important

Based on the results of the research described above, the research is a finding that is in line with the results of research conducted by Jimni & Suparno, (2016) which

shows that there is a positive influence on the teacher's assessment of the subject teacher's deliberation activities and the teacher's achievement motivation towards competence professional teacher of citizenship education which was later clarified based on Husna's opinion, that the role of deliberation of subject teachers is very important to train teachers to improve their professional competence (Husna, 2016). Therefore, being a professionally competent teacher, training is needed to adjust knowledge, attitudes, and skills by providing additional knowledge and skills following the field of work that is being pursued. This means training is the process of manipulating the behavior of people/groups in such a way in aspects of knowledge, skills, and attitudes to improve the quality of work more optimally as a result of the demands of the profession.

C. Design Results of the Development of Models and Tools of Multicultural-Based Citizenship Education Training Citizenship

Education teachers in junior high schools in Pontianak need multicultural-based citizenship education training. Expected training materials include the understanding of multicultural education, analysis of competency standards and basic competency subjects in civic education with the potential for multiculturalism, syllabus development, and learning implementation plans, as well as multicultural-based citizenship education learning practices. This is in line with research conducted by Zuriah which emphasizes the development of multicultural-based citizenship education as the needs of a diverse and diverse Indonesian nation. become a necessity for a vehicle to disseminate understanding of multiculturalism through multicultural education jargon, so that in the application of citizenship education training, it can provide a positive influence on activities, learning motivation, and other accompanying impacts in a multicultural citizenship education learning model both in schools middle and high school (Zuriah, 2011). Even in discussing the results of evaluating multicultural-based citizenship education training models and tools as described by Rondli based on the results of his research on multicultural-based citizenship education learning strategies, sequentially shows that training as expected by teachers must be adjusted to the development of training tools consisting of: (1) training management model, (2) training guidelines, (3) instructor handbook, (4) participant handbook, and (5) training material (Rondli, 2014).

D. Training Model

The results of the assessment based on the training model shown by the team of experts and practitioners showed that the overall score of the structure of the training model was 3.63. This means that the team of experts and practitioners assess the management model of multicultural-based Civics training developed very well. The hypothetical training model developed was considered to have fulfilled the principles of training and could be used for multicultural-based citizenship education training

for junior high school teachers. The results of the assessment of the training model from every aspect and indicator can be seen in Table II.

TABLE II
AVERAGE OF ASPECT SCORE AND TRAINING MODEL INDICATOR
(EVALUATION RESULTS OF EXPERT TEAMS AND PRACTITIONERS)

Aspect	Indicator	Average	Category
Model Structure	Supporting theory	3.25	Good
	Training stages	3.56	Very Good
	Adherence to the principle of training	3.50	Very Good
	Clarity of assignments for each part	3.75	Very Good
	Evaluation system	3.69	Very Good
Aspect Average		3.55	Very Good
Benefits of the Model	Physiology benefits	3.50	Very Good
	Psychological benefits	3.67	Very Good
Aspect Average		3.59	Very Good
Effectiveness of the Model	Competency formulated	3.63	Very Good
	Syllabus and RPP training	3.75	Very Good
	training method	3.75	Very Good
	Training media	3.63	Very Good
Aspect Average		3.69	Very Good
Model visibility	Training time	3.63	Very Good
	Training cost	3.25	Good
Aspect Average		3.44	Good
Total of Training Model Average		3.57	Very Good

The assessment of the structural aspects of the model is very good, with a mean score of 3.55, which shows that the aspect of the structure of the model will include indicators: (1) supporting theories which are considered good with a mean of 3.25, (2) the training stages are considered to be very good with a mean of 3.56, (3) adherence to the training principles was considered very good with a mean of 3.50, (4) the clarity of the tasks in each section was considered very good with an average of 3.75, and (5) the evaluation system was also considered very good with a mean of 3.69.

The team of experts and practitioners rated the aspects of the benefits of the model to be very good, with an average score of 3.59. Aspects of the benefits of the model consist of indicators: (1) physiological benefits are rated very good with a mean of 3.50, and (2) psychological benefits are considered very good with a mean of 3.67. The effectiveness/accuracy of the model is assessed by a team

of experts and practitioners very good, with an average score of 3.69. This aspect is supported by four indicators, namely: (1) the competencies formulated are considered to be very good with an average of 3.63, (2) a syllabus and a plan for implementing training and learning which is considered very good with a mean of 3.75, (3) a training method that is considered to be very good with an average 3.75, and (4) training media which are also considered very good with an average of 3.63. The aspect of visibility/practicality of the training management model was considered good by the team of experts and practitioners, with a mean score of 3.44. This aspect includes two indicators, namely: (1) the training time is considered to be very good with an average of 3.63, and (2) the training costs are considered good with an average of 3.25.

Based on the results of research taken from the validation of a team of experts and practitioners on a multicultural-based citizenship education training model, the multicultural-based citizenship education training model is implemented in four stages, namely: planning, organizing, implementing, and evaluating.

This is following the relevant research delivered by Nurdin et al. (2019), regarding the development of nationalism teacher education on citizenship through project citizen training which shows that the training activities are divided into three stages, namely: (1) Pre-training stage, this stage has four activities that need a note, namely: (a) explain the training objectives carefully and the expected use of the school from participants after the training, (b) select trainees, (c) develop expectations and motivations that are beneficial to participants before starting training, and (d) plan changes that will be needed to carry out the repaired tasks in addition to training. (2) The training Stage is the stage for obtaining material, skills, and experience by preparing program materials, infrastructure, trainers and methods used, how to develop groups, and training atmosphere. (3) Post-training stage, the stage after participants return from the training. At this stage, participants should be encouraged to use useful things that they have learned for the school in making effective the existing tasks and work.

From the description above it is clear that holding a multicultural Civic Education teacher training will be very beneficial, both for the world of education in general, schools, and the teachers participating in the training themselves. In other words, teacher training is a process of development to improve various knowledge, skills, attitudes, task implementation techniques to improve teacher competence and has provisions to deal with developments in the workforce.

E. Training Guidelines

Manual the training guide is a book that contains technical instructions for conducting training. The book, entitled: Guidelines for Multicultural-Based Citizenship Education Training outlines in detail and detail each step by step, making it very easy to use by anyone involved in multicultural-based Civics training, both for managers,

instructors, and trainees. This handbook contains (1) introduction, (2) training planning, (3) organizing training, (4) conducting training, (5) monitoring and evaluation, and (6) closing. The assessment of the expert and practitioner teams for the training management manual can be seen in Table III.

TABLE III
EXPERT TEAM AND PRACTITIONER ASSESSMENT OF TRAINING GUIDELINES

No	Indicator	Average Score	Category
1	Preface and introduction	3.69	Very Good
2	Training planning	3.65	Very Good
3	Preparation and implementation	3.52	Very Good
4	Monitoring and evaluation	3.50	Very Good

Table III shows that in general the training manual was rated by a team of experts and practitioners as being very good with a mean total score of 3.59. In detail, the assessments for each indicator are: (1) preface and introduction, rated very good with a mean of 3.81, (2) training planning is considered very good with a mean of 3.67, (3) preparation and implementation of training are considered very good with a mean of 3.72, and (4) monitoring and evaluation are also considered very good with an average of 3.75. According to the team of experts and practitioners training guidelines can be used, with notes adding curriculum structure and training schedules.

F. Instructor Handbook the Instructor

The handbook is structured as a guide and technical guide for training instructors. The book entitled: "Instructor Handles of Multicultural-Based Citizenship Education Training" in it contains: training plans, training materials, and training evaluations. The training plan includes training models, training graduate competencies, training subject matter, and learning design. Training materials, including understanding civic education, goals, and functions of civic education subjects, characteristics of civic education subjects, scope, and scope of civic education subjects, civic education learning, civic education learning resources, multicultural education, multicultural based learning, and dimensions and multicultural learning approaches. While the training evaluation consists of an understanding of evaluation, evaluation of each learning session, evaluation of learning outcomes, and final evaluation of training.

The results of the evaluation of Education Technology experts and Education Management experts, Citizenship Education experts, and Culture experts state that the training instructor handbook is good and can be used as a guide for instructors in multicultural-based citizenship education training. The instructor handbook not only contains technical instructions for instructors but also contains material that can be used as additional references

to enrich the material in the training modules. Thus the instructor is expected to be able to carry out the training well, and more insight and knowledge can be conveyed to the trainees.

G. Training Participants Handbook

Participants' handbooks have been prepared specifically for trainees. This book was developed under the title: "Multicultural Based Citizenship Education Participant Handbook". The book contains essential materials that can be used as material to enrich the treasures, insights, and knowledge of the participants related to the material being trained.

Participant handbooks are arranged in five chapters, namely: chapter 1 contains an introduction; chapter 2, Citizenship Education, which includes the notion of citizenship education, the objectives and functions of civic education subjects, the characteristics of civic education subjects, and the scope and scope of civic education subjects; chapter 3 contains the development of citizenship education, namely the development of social studies in the United States, the development of citizenship education in the Indonesian education system; chapter 4 on multicultural education, which consists of the notion of multicultural education, the urgency of multicultural education in Indonesia, the implementation of multicultural education; chapter 5 on multicultural-based citizenship education learning, covering civic education learning, sources of civic education learning, competency standards and basic civic education competencies, multicultural-based learning, and multicultural learning dimensions and approaches.

According to the assessment of the expert team and practitioners, this book is good and deserves to be used as a guide for the trainees. This participant handbook contains material that is arranged systematically and deeply, so it is very good if used as enrichment material for training participants. Even so, it still needs to be examined in the use of language and grammar, so that it is easier for participants to understand.

H. Training Materials

Materials consist of four pieces of training, according to the competencies expected by the training participants. Handout 1, about multiculturalism, which includes: understanding multicultural education, the urgency of multicultural education in Indonesia, multicultural-based learning dimensions and approaches, and the value of Pancasila points as multicultural basic values. Handout 2 on the analysis of basic competencies has the potential of multiculturalism, which consists of: the civic education curriculum in 2006 (KTSP), integration of multicultural values into relevant basic competencies along with instructions on the steps and format for their integration. Handout 3 on syllabus development and learning implementation plan which includes: syllabus development (understanding, components, format, and steps for developing a syllabus based on multiculturalism), and development of learning implementation plans that contain

(introduction, components of the learning implementation plan, principles of preparation, and the format of the plan for implementing multicultural citizenship education subjects. Handout 4 on peer teaching, which contains: introduction, things that need attention in learning, and technical instructions. The material book also includes general instructions for learning, while for each subject there are: competency standards and basic competencies, concept maps, training materials, and training evaluations.

The team of experts and practitioners considered the training material developed to be good and quite useful if used in Civic-based Civic Education training. The reason is that the material was conceptually developed according to the expected competencies and training objectives. The material is arranged systematically, with material that is quite extensive and deep. Besides, the material is also equipped with evaluations and activities that are quite challenging for participants to be active in participating in the training. With this material book, participants are expected not only to gain knowledge but also to have experience in carrying out activities and skills both in planning and implementing multicultural-based learning.

Concerning this training material, it can be said that there are several supporting factors in teacher training, and one of them is the training curriculum which has a very strategic position including general objectives, materials, presentation methods, time allocation, library resources, and evaluation (Mulyana, 2010).

I. Final Model of Multicultural-Based Citizenship Education Training

Models that have been revised based on the results of the assessment of expert and practitioner teams, subsequently tried out three times in a row namely: individual trials with subjects of 6 teachers, group trials with subjects of 12 teachers, and trials limited to the subject of 24 teachers. The average total score of the three trials was 3.55. This means that overall participants from the three training trials considered that the multicultural-based Civics Training Model was very good. The recapitulation of the participant's assessment of the training model from the three trials can be seen in Table IV.

Overall the trainees (individual/man to man), small groups, and limited groups) rated the aspects of the teaching material as very good, with a mean total score of 3.66. This aspect is supported by several indicators, namely: the quality of teaching materials which is considered very good with a mean total score of 3.57; instructional analysis of teaching materials was rated very good with a mean total score of 3.68, and the relevance of teaching materials to the training objectives was also considered to be very good with a mean total score of 3.72.

The average score of the total assessment of the participants on the training instructor aspect was 3.61. This means that overall the participants rated the multicultural-based citizenship education instructor as very good. These aspects include indicators of mastery of the material which is considered very good with a mean total score of 3.59;

systematics and methods are rated as good with a mean total score of 3.49; the instructor's flexibility was rated very well with a mean total score of 3.69, and the media used are also very good with a mean total score of 3.65.

TABLE IV
AVERAGE OF TEST SCORE OF PARTICIPANTS IN THE TRAINING MODEL

Aspect	Indicator	Average Trial Score			
		Individual (man to man) N= 6	Groups N= 12	Limited N=24	Total
Forms of training	Training Procedures	350	3.69	3.58	3.59
	Implementation of training	3.53	3.52	3.53	3.52
Average		3.52	3.61	3.55	3.56
Programs training	Training objectives	3.44	3.50	3.70	3.55
	Training methods	3.59	3.71	3.55	3.62
	Training evaluations	3.45	3.52	3.59	3.55
	Target training programs	3.50	3.56	3.78	3.61
Aspect average		3.52	3.57	3.66	3.54
Training teaching materials	Quality of teaching materials	3.54	3.58	3.60	3.57
	Instructor analysis	3.78	3.64	3.63	3.68
	Relevance with objectives	3.75	3.71	3.70	3.72
Aspect average		3.69	3.64	3.64	3.66
Training instructor	Mastery of materials	3.55	3.61	3.60	3.59
	Systematics and methods	3.34	3.46	3.67	3.49
	Instructor flexibility	3.67	3.73	3.68	3.69
	Media used	3.59	3.71	3.65	3.65
Aspect average		3.54	3.63	3.65	3.61
Facilities and infrastructure	Training equipment	3.50	3.53	3.61	0.55
	Training places	3.67	3.55	3.60	3.61
Average		3.59	3.54	3.61	3.58
Consumption	Feasibility of consumption	3.22	3.25	3.42	3.30
Average Total		3.51	3.54	3.59	3.30

Participants' assessments on the aspects of facilities and infrastructure were very good, with a mean score of 3.58. These aspects include indicators of training equipment that are considered very good with a mean total score of 3.55; and the training ground was also rated as very good with a mean total score of 3.61. The consumption aspect which included an indicator of overall consumption eligibility was assessed by good training participants with a mean total score of 3.30.

IV. CONCLUSIONS

The results of the development of multicultural-based citizenship education training models and tools that are effectively applied to junior high school teachers in

Pontianak City were: (a) Civics-based training planning consisting of (1) training planning (2) training objectives, namely activities to determine the objectives of the training; and (3) empowerment program design through training, is the training design stage, (b) Organizing the empowerment of subject teachers' deliberations through multicultural citizenship education training which consists of (1) preparation of training organizations. (2) division of tasks and personnel/committee functions, namely the determination of tasks and personnel functions in the organizational structure of training management. (c) Implementation of empowerment through multicultural-based citizenship education training which consists of: (1) multicultural competence, intended to increase knowledge and skills, and attitudes of participants so that they have the ability in accordance with the standards needed in the workplace; (2) Basic Competency analysis which has the potential of multiculturalism, at this stage the participants are expected to be able to analyze the Basic Competencies which have the potential to contain multicultural values; (3) syllabus development and Learning Implementation Plan, at this stage participants are trained to develop syllabus and implementing plans for multicultural citizenship education learning; (4) peer teaching, which is a practice of teaching citizenship education based on multiculturalism; (5) preparation of a follow-up program, namely activities to compile a work program that must be carried out after the training; (6) instructor/resource person is a person who is qualified to provide training material; and (7) training participants are teachers who are members of the management and members of the civics education teacher's deliberations in Pontianak City. (d) Evaluation of multicultural-based citizenship education training consisting of (1) implementation of a follow-up program, which is a program to disseminate training results to teachers and students; and (2) during the implementation of the follow-up program it is also necessary to carry out monitoring and evaluation.

The final model of multicultural-based citizenship education training through empowering the deliberations of subject teachers has four stages, namely (a) training planning, covering activities (analysis of training needs, training objectives, and design of training programs and tools; (b) organizing training, including activities (preparation of the organizational structure of training, and the division of tasks and functions of each personnel), (c) the implementation of training includes activities (multiculturalism competencies, analysis of basic competencies with potential multiculturalism, syllabus development, and learning implementation plans and peer teaching), and (d) evaluation training with activities (follow-up training programs and implementation of research results).

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